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ABSTRACT

Learning, enthusiasm, fun, and involvement--all are qualities of the student council workshop which this booklet attempts to capture. The author provides a detailed, lively manual for workshop directors and those who would like to begin new workshops. Why hold a workshop for student leaders? The author suggests these answers: to prepare student leaders, to teach students how to become involved, and to help create future leaders. This workshop experience is designed to do those things, and the methods are outlined in this manual. Valuable suggestions for basic workshop organization (site selection, times), selecting the staff, scheduling activities, group orientation, problem-solving techniques, and models for group discussions are included. (Author/PC)

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WORKSHOPS:

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LABORATORIES FOR STUDENT LEADERS

by Keith E. Akins

CG 009 557

The National Association of Secondary School Principals

Office of Student Activities

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Foreword

Learning, enthusiasm, fun, and involvement—all are part of the student council workshop, and Keith Akins' book *Workshops: Laboratories for Student Leaders* captures these qualities. In addition, Akins provides a detailed, lively manual for workshop directors and those who would like to begin new workshops.

Why hold a workshop for student leaders? Akins suggests these answers: to prepare student leaders, to teach students how to become involved, and to help create future leaders. The workshop experience is designed to do just those things, and Akins outlines the methods in this book. Valuable suggestions for basic workshop organization (site selection, times), selecting the staff, scheduling activities, group orientation, problem-solving techniques, and models for group discussions are included.

Many advisers, activity directors, and others who work with students have requested information on how to organize a student council workshop—how to make "workshop" happen. NASSP through its Office of Student Activities, is pleased to make *Workshops: Laboratories for Student Leaders* available in answer to these requests. We feel certain that anyone who has been or will be involved in student council workshops will find this a timely and useful book.

Owen B. Kiernan
NASSP Executive Secretary

1 The Workshop: Basic Organization

The student council workshop has been called many things by many people. To the administrator, it's "a place where kids pick up weird ideas about how to run my school!" To the adviser, "workshop spells idea-exchange" and that's what our council needs!" To the student, workshops are "fun and involvement—and people!"

Perhaps the true meaning of workshop lies somewhere between these extremes. It's a place where students learn about sharing responsibility with the administration, and where administrators and advisers discover a means of directing and channeling the involved and concerned student so that he can successfully lead.

We like to think that the student council workshop can be summed up in one word—PILOT. Workshop can be a pilot to launch leadership; a pilot to guide problem solving; and a pilot to provide opportunities and learning experiences.

Preparation for leadership. Simply holding an election does not ensure your council of accomplished, capable, and experienced leaders. To the contrary—many student council officers and members only begin to find out the implications, the pitfalls, and the challenges of leadership with the winning of the election. A workshop, among other things, can help *prepare* the student for his leadership responsibilities and thus become one of the most important first steps in piloting student leaders onto the right course.

Involvement of members. Workshop is more than a training ground for the officer-leader; it is also an important part of the training of student council members. A workshop can help students to a better understanding of the importance of involvement—involvement in council, involvement in school, and involvement in community. Workshop affords an opportunity for the council member to realize his personal importance to the organization, and *involvement* is the first step.

Lessons for participants. An organized, thoroughly planned, and well-executed workshop can provide meaningful lessons for all participants in leadership, group action, individual initiative, peer pressure, trust, and concern. Learning how to cope with problems in the day-by-day operation of student council and coordinating school, faculty, administrative, and civic responsibilities are lessons of major importance.

Opportunity for idea exchange. Individual problems always seem very large until we are confronted by the problems of others. Workshops provide an outlet for the exchange of ideas and the realization that other human beings have the same hopes, fears, dreams, and ambitions. Exchange can happen through small group discussions, large group meetings, and "after-meeting" sessions when new

friends get together to rap. Workshop combines kids from schools of all sizes, both urban and rural. Opportunities for exchange occur at workshops only when dedicated advisers, concerned administrators, and knowledgeable consultants make them happen.

Techniques for problem solving. The workshop must and does become involved with problem solving. Games, stories, group action, and hypothetical situations are combined to give the delegate a chance to observe and participate in solving varied problems. The theory is that if we as strangers, representing many diverse schools and communities, can come together and find solutions to hypothetical problems; then what can stop us from returning to our friends and homes to grapple with the real-life situations we all must face there?

Who Makes a Workshop

Four groups or individuals combine to make the workshop an effective, worthwhile, significant experience for the delegates: *the director, the delegates, the staff,* and *the consultants.* Their responsibilities are detailed in the next chapter

Two other groups should certainly be invited to the workshop—administrators and active advisers. Their involvement, even if only as observers, and the workshop experiences they have will be determined by the length of the activity and the numbers from these two groups attending. These people can learn with the delegates in the general sessions, and they can observe and perhaps participate in the small groups and council organization. Many workshops require that the adviser or administrator attend with student delegates. If this is the case, plans should be made to organize the adults into a "council" of their own. Again, the secret ingredient is involvement of all who attend!

Where to Start

Preliminary steps in the organization of any workshop—the one-day clinic, weekend retreat, or week-long conference—should include the following. These might serve as a check list for the novice director or coordinator.

- *Pre-determine the purpose.* This vital first step will determine all other considerations. The workshop's duration, site, numbers, staff, etc., should be determined *after* this question has been answered: What do we need to accomplish?

The needs of the councils may be as diverse as the students or schools they represent. Suggestions from those students and/or schools may be the first source in determining the purpose for the activity. The following are general areas which may be covered, depending on available time and numbers of students to be involved.

- *Train delegates in the operation of student council.* What is a council? What is its function? Its purpose? Its areas of responsibility? The place of the adviser? Where does it fit into the administration?
- *Provide leadership experiences.* Practical application of group dynamics, problem-solving techniques, parliamentary procedure, role playing, and meeting simulations should be included.

- *Involve students in teaching each other.* Leading group discussions, chairing a meeting, idea sharing, and brainstorming are possible methods.
- *Plan for the future.* This part of the workshop might involve only one council whose officers have planned a weekend retreat to acquaint the membership with the year's activities, or it might deal with many councils' problems with financial planning.
- *Explore group processes.* Consider how a group functions; small group vs. large group advantages; how leadership in the group evolves; and the place of the individual within the group. Games and demonstrations will help students realize the importance of group action and how it can best be achieved.
- *Obtain administrative approval.* Make certain the administrations of all schools involved receive advance notice of the activity, since they are responsible for protecting the school day in terms of student attendance. The workshop program must be clearly outlined so that everyone understands what will happen, why it is important, and how it can benefit those involved. Weekend retreats or summer conferences cause the least scheduling problems.
- *Obtain calendar clearance.* In order to avoid calendar conflicts, as much advance notice as possible should be given. Obviously, no day or week will be entirely clear for everyone, but setting a date *one year* in advance and then staying with that date will help to promote maximum attendance.
- *Send advance announcements.* An attractive brochure, pamphlet, or simple, well-worded mimeographed sheet should be prepared and sent to all schools that have potential delegates. This preliminary announcement should include: date(s), tentative schedule and program, noted guests or speakers, what to bring, what to expect, location, workshop purpose, and cost. A theme, slogan, or keynote phrase will catch the imagination of potential delegates, their advisers, and administrators. Examples are: "Resolve To Be Involved", "Mission Possible", "Learning To Lead", and "Leadership: Our Secret Weapon."
- *Establish the site.* After determining the purpose for the activity, getting administrative approval, and clearing a date on the calendar, the next step is to locate a favorable site and determine the number of students and where they are to come from.

Where to Hold a Workshop

Several factors will help to determine the location. Number of students, length of stay, available sites, proximity to involved schools, and cost all play a part in the final site selection.

For the one-day workshop involving a few schools and a small number of students, the host high school will probably be adequate. Often a location outside the classroom atmosphere is desirable. Keep in mind that a large room without fixed seating is useful, and that small adjoining rooms for group discussion, also without fixed seating, are beneficial.

The weekend retreat permits more imaginative planning. Cabins on the lake, mountain camps, seashore cottages, and desert retreats will add atmosphere to the entire activity! The very fact that students can be away from familiar surroundings in an unusual environment and associating with new friends is a positive factor.

A four- to seven-day conference demands very detailed planning. The director should be aware of the needs for additional facilities to accommodate the group for the longer stay, more diversified activities, and more adequate housing and eating facilities. Access to medical care is a must. The need for a varied program will often dictate the location of the longer workshop. A college campus, community center, summer camp, or recreational area usually meets the needs of the week-long conference.

The key word here is *atmosphere*. The *right* location with staff, consultant, and program to match, will help to ensure a successful and beneficial workshop.

Consider the following facts when determining the location for the workshop:

- Size of group to be accommodated
- Proximity of sleeping quarters to meeting areas and lunch facilities
- Size of available rooms and number needed for the group
- General assembly room with *movable* chairs rather than fixed seating
- Recreational facilities appropriate for group and length of stay
- Proximity of medical and health facilities
- Travel convenience for majority of delegates
- Ability of host site to furnish such items as blackboards, projectors, screens, banquet facilities, recreational facilities, etc.

When to Hold a Workshop

If the plan is to have a workshop on a monthly, quarterly, or annual basis, then a similar date each month, quarter, or year is advisable. For example, a monthly workshop might take place on the third Friday of each month. The activity, once established, should stick to the planned date(s) to avoid calendar conflicts.

The one-day clinic should be scheduled for a school day. The need for the use of school time will, of course, need to be justified to administrators, but the number of students involved makes school time necessary. Entire councils can participate in the day-long experience, whether it involves one school or several from the same area. On a regular basis (perhaps once each semester) short-term clinics, lasting a few hours, can give valuable training to new members.

A weekend retreat presents some scheduling problems. Beginning on Friday evening or mid-morning on Saturday, a retreat can run through late afternoon on Sunday. The advantage of the retreat is obvious—more hours are available for discussion groups, rap sessions, and planning seminars. The extra amount of "free time" can be used to advantage in getting acquainted, sharing ideas, and learning more about council problems and operation informally.

A week-long conference must, of necessity, be scheduled for the summer vacation. No one week seems to be preferred. Again, it is wise to remain with the same time sequence each year once one has been established. Availability of the preferred site often dictates when the conference can be held. A summer workshop should conclude no later than mid-August or at least two weeks before the opening of the school term. This allows delegates an opportunity to return and prepare planning sessions with their council before classes begin.

Summary

The task before you is a thrilling and tremendous responsibility—to provide a workshop that will be all things to all people. The administrator says—"Send back my delegate so that he will be ready and able to support me and my school in the frustrating days ahead!" The adviser—"Send back my council members so informed and so enthusiastic that my job will be made easier and their job more fulfilling!" The delegate—"Attending is an obligation of my office. Don't lecture me! Don't fill my head with slogans! Don't tell me how important I can become! Do give me the opportunity of meeting others, of finding a friend, and finding myself. Do provide the experiences that will give me a chance to say something, do something, commit myself to something, and make workshop begin to 'happen' in the life of my council!"

How can the workshop "happen"? Turn the page!

2 Workshop Staff

Who are they? Enthusiastic, committed, involved, dedicated, experienced, responsible, concerned . . . these are just a few of the adjectives that *must* describe a workshop staff.

The prospective director needs to use care in selecting the staff, because they carry the responsibility of making the activity "fly." You, the director and your staff, have a job to do together that will require your total commitment and a sense of "genius." It is exhausting and exacting. It demands the finest in adult leadership so that the finest in student leadership can be developed.

Where does this staff come from? Where does a director begin in the search for people who have teaching skills, learning skills, listening skills, and other communicating abilities?

Look about you—the staff is there. There, in the person of a dedicated classroom teacher who has been serving as a student council adviser. There, in the school administrator who has caught hold of the big picture of student council and what it can do for kids, for schools, and for communities. There, in the school counselor who works closely with students as teacher, adviser, and confidant. There, not to be overlooked, is the former workshop delegate, former student leader, former council officer. This person comes armed with knowledge, enthusiasm, and workshop spirit. Yes, they are all around you—to be used to provide meaningful, significant learning experiences for delegates who want to learn leadership.

Junior Staff

For the three-day to week-long workshop, it is desirable to include a junior staff. Known by a variety of names—assistant instructors, junior leaders, staff assistants, junior counselors—they can make an important contribution to the total picture of workshop.

The junior counselors (JC's) are usually selected from delegates of the preceding year. Theirs has been a year of "front-line" activity. Many have served as president of the student council, some have been workshop delegates, and others were recommended by the senior staff last year as people with promise and with demonstrated leadership potential.

The services of the JC can be invaluable both to the senior staff and to the delegates. The workshop schedule contains lots of line-waiting time and a lot of informal life space when only talk will fill the void. The significant learnings—the *really* significant ones—just might happen then! It is these times, and countless others, when the JC plays the greatest role. A rap session just before lights out,

an informal discussion around the lunch table, or a chance meeting between the general assembly and small group sessions gives an opportunity for the delegate to share his thoughts with someone only a year older. The JC has been there, has experienced and lived with the problems, and has faced the decisions. This is the important stuff of workshop, and the junior staff can make a significant contribution in those special areas.

Please note the suggested forms for senior and junior staff applications in Chapter 5. An important part of the junior staff application is the letter of recommendation from the principal and/or adviser. All of us change, and the delegate who showed so much potential only a few months ago at a workshop might under the stress of office have lost interest and inspiration. Only *proven* leaders are to be used at workshops, for they are the catalyst by which the lessons of leadership are generated.

The staff is an important ingredient in any workshop, regardless of its length. Senior staff plays the more important role in the shorter workshop experiences, and the junior staff becomes more essential for the longer time period. Several other individuals can make significant contributions to workshops, particularly when they extend for several days.

Other Staff Members

Number of delegates involved, length of stay, type of housing accommodations, and workshop meeting facilities all determine how many additional staff members are desirable. Additional staff who have been found to be most helpful to the director are:

The Registrar. As suggested by the title, the registrar's responsibility is to assign rooms, check in delegates, and make a final accounting of all personnel. One established procedure is to call the parent of each delegate who has been registered to attend but does not appear. Although the instructions clearly state, "Notify the director if you are unable to be present," a few delegates always overlook this part of the workshop materials. A telephone call from the registrar or director following the completion of the registration procedure is excellent *public relations*. Showing concern for their child tells parents loudly and clearly the kind of organization you represent! The registrar can be of service in a variety of ways, such as checking on delegates who, because of illness, might be confined to their room for a few hours or a day.

The Assistant Director(s) and/or Deans of Men and Women. The assistant director is free to work with individual delegates. Depending on the type of program and workshop activities the assistant director may also find himself with other detailed responsibility. Note the suggested daily schedule of events in Chapter 3 for varied assignments. Emceeing achievement night, coordinating a talent show, helping JC's to set up an indoor olympics, providing optional recreational activities, conducting junior staff meetings each evening, and making assignments accordingly.

We add here a *most important* note of advice: the junior and senior staff must be kept free at all times to work with their councils and groups. Any responsibilities that take away from that time are detrimental to the individual delegate.

Staff Meetings

The first meeting of the staff seems mind-boggling! They must get acquainted, review responsibilities, cover the schedule for the days ahead, call attention to last minute changes, assign specific duties to various individuals, and allow time for the consultant to discuss how he will make use of the staff and its talents.

A classroom seating situation should be avoided. Make sure the group is seated in a circle or square. Remind the staff that the get-acquainted game they will play can be used with the delegates at the first meeting of their group. (See Chapter 4 for a suggested game.) Remember that this opening staff meeting should set a pattern which leaders can adopt for their assigned workshop group.

After the game, discuss specific assignments for registration. Example: junior staff meets and greets delegates, helps with baggage, locates rooms, and makes everyone feel welcome. Two JC's will be needed to keep the registration line moving. Senior staff can be used to meet delegates, talk with parents, assist with luggage, and help the registrar with the check-in procedure. The assistant director can conduct tours to help delegates locate the dining area, general assembly room, council meeting places, recreational facilities, etc. The deans of women and men should work at the registration table. Every delegate should have an opportunity to see and talk with the deans on the first day.

Following the assignments, the director should review the day-by-day workshop schedule. Chapter 3 includes suggested schedules.

Before the consultant is introduced to the group, one final responsibility should be described to every member of the staff by the director—filling in the Blue Book! This 10-to-12-page book, in which each member is encouraged to write his reactions to the days events, should be available at every staff meeting, including the first. Daily activity evaluation by the staff will aid the director in planning for future sessions.

A final note about this opening staff meeting: the magic word is *AGENDA!* Know what you need to cover during these opening hours, allow time for the consultant to explain how he will operate, and make sure the junior and senior staffs have the opportunity to exchange views on their council's operation.

The director should arrange for daily morning and evening staff meetings. The morning session can be held immediately after breakfast. This time can be used for last minute announcements, changes, and reminders for the day's activities. The consultant will also be given an opportunity to make specific assignments and suggestions for the part he wishes the staff to play following his presentation. The evening meeting, held at the very end of the day, may be used to ask, "Where have we been, what did we accomplish, and what should we change?" Here is an opportunity for the senior staff to relax, regroup, and re-evaluate. For the junior staff, here is a chance to plan tomorrow's indoor olympic events; for the assistant director, to make specific assignments for talent night responsibilities; and for everyone, a discussion of 'problem areas' and proposed solutions.

Closing Meeting

A closing evaluation by the staff can be most helpful. The conference has ended, the last delegate has said goodbye, and the staff comes together for a final 30-minute session. At this time the Blue Book is given to the director, council or group evaluations are submitted, individual delegate evaluation sheets are presented (see appendix for suggested form), and the staff turns in its final recommendations for the junior staff of the next workshop. These names are filed and an application is sent to applicants several weeks in advance of the next workshop activity.

3 Schedules

The difficult job for the adviser, administrator, or sponsor is to know where to begin, what to do first, how much time to allow, and what to include. This chapter is to help these persons and the student leaders to develop schedules for one-day clinics, weekend retreats, and week-long conferences.

Many schools throughout the country conduct annual leadership workshops for student leaders – not only student council members, but also representatives from other school organizations. The successful workshop, therefore, can provide a genuine sounding board for student opinion, as well as an excellent opportunity for students to form common bonds of school loyalty while sharing in the experiences of learning about leadership functions, responsibilities, and objectives.

A leadership workshop is a concentrated sequence of activities designed to develop specific skills and understandings concerning particular problems. The workshop must reflect the problems, concerns and experiences of the participants. The greater the involvement of the delegates, the more permanent will be their learning experience. The length of the workshop depends on what you want the participants to experience, how you want them to gain the experience, and who will be involved. A club presidents' workshop will differ in time and content from a student council member's conference. A workshop to teach meeting skills will vary in length from a broader-aimed conference designed to include group dynamics, problem solving, and leadership techniques.

The following suggested schedules for three basic types of workshops are based on *time* elements only. Persons planning the activity determine specific purposes and objectives, similar to these:

- presenting leadership skills and techniques
- preparing leaders to assume responsibilities for which they have been elected
- promoting the concept of student involvement
- indicating various ways of achieving citizenship, scholarship, leadership and humanitarian values
- emphasizing democracy as a way of life
- providing opportunities for exchanging ideas, activities, and solutions to problems
- interesting individual schools and students in tackling problems and solutions

Workshops for Student Council Members of One School

The purposes will include all of the general ones listed above, as well as these specific ones:

- to extend the content of a state summer workshop to members of the student council
- to explain and demonstrate the specific duties and responsibilities of student council members
- to inspire student representatives to do a good job
- to emphasize the importance of student council within the total school community
- to develop enthusiasm and techniques for using new ideas to be presented later to the student council and entire student body

The Half-Day Council Workshop
Time: Saturday, 8:30-12:00 noon, by invitation
Proposed Schedule:

Time	Activity	Place
8:30-8:45 a.m.	**Registration**	Front Hall Foyer
8:45-9:45 a.m.	**Opening General Session** Welcome and announcements by student chairman Introduction of platform guests by council president Introduction of principal for welcoming remarks Presentation of keynote speaker on "The Responsibility of Leadership" Closing announcements and dismissal	Auditorium
10:00-10:45 a.m.	**Discussion Groups** (Two sessions; each delegate may attend the group of his choice.)	
	A. Communications Within Our School Consultant: vice principal	Room 100
	B. Daily Bulletins and the School Calendar Consultant: school counselor	Room 101
	C. New Ideas for Projects Consultant: delegates to workshop	Room 102
	D. Meeting Skills and Parliamentary Procedure Consultant: speech instructor	Room 103
	E. Bulletin Boards, Posters, and Announcements Consultant: art instructor	Room 104
10:40-11:35 a.m.	**Discussion Groups**	
11:40 a.m. 12:00 p.m.	**Closing Session** "Where Do We Go From Here" – student council president Announcements and dismissal by workshop chairman	Auditorium

The All-Day Workshop for Student Club Officers

A *full-day* workshop provides time for longer discussion sessions, response to presentations, and fuller participation.

Proposed Schedule:

Time	Activity	Place
8:30-8:45 a.m.	**Registration** Milk, juice, donuts	Cafeteria
9:00-10:00 a.m.	**Opening General Session** Welcoming and opening announcements by student chairman Introduction of platform guests by president of student council Roll call of student organizations by secretary of student council Welcome message from the principal Introduction of keynote speaker Keynote speech by executive secretary, chamber of commerce Closing announcements and dismissal	Auditorium
10:15-11:00 a.m.	**Discussion Groups** (Each delegate may attend the discussion of his choice.)	
	A. Solid Year-Round Program Consultant: a civic club president	Room 200
	B. Program Resources in the Community Consultant: a civic club program chairman	Room 201
	C. Practical Meetings and Procedures Consultant: speech instructor	Room 202
	D. Budgets, Finance, and Money-Making Projects Consultant: United Fund executive secretary	Room 203
	E. Duties of Officers and Members Consultant: former student council members	Room 204
	F. Planning and Evaluating Projects Consultant: student council adviser	Room 205
	G. Books and Pamphlets as Resource Material Consultant: librarian	Room 206
	H. Committee Organization and Responsibility Consultant: business executive	Room 207
	I. Public Relations and Public Image Consultant: newspaper publisher	Room 208
11:10-11:50 a.m.	**Discussion Groups**	
12:00-1:30 p.m.	**Lunch** Toastmaster: student council vice president Announcements and instructions Group singing: music director Address: "Community Action and Student Involvement" – industrial public relations executive	Cafeteria
1:40-2:30 p.m.	**Discussion Groups: "This Is My Problem"**	
	A. Club Presidents	Room 200
	B. Club Vice Presidents	Room 201
	C. Club Secretaries	Room 202
	D. Club Treasurers	Room 203
	E. Committee Chairmen	Room 204
	F. Club Publicity Chairmen	Room 205
	G. Club Members—Group I	Room 206
	H. Club Members—Group II	Room 207
	I. Club Members—Group III	Room 208

Time	Activity	Place
2:40-3:30 p.m.	**General Session** The Dynamics of Groups and Problems (session conducted by summer workshop delegates)	Cafeteria
3:40-4:15 p.m.	**Social Time** Refreshments, group games, rap time	Boys' Gym
4:30-5:15 p.m.	**Closing General Session** Chairman: student council president Speaker: president of interfaith council Closing announcements and dismissal	Auditorium

The Weekend Retreat

Saturday

10:00-10:30 a.m.	**Registration** Snack	Main Entrance
10:30-11:30 a.m.	**Opening Session** Let's Get Acquainted Game (see Chapter 4)	
11:30 a.m.	Keynote speaker: area civic leader "The Challenge of Commitment"	
12:00-1:30 p.m.	**Lunch** – (informal: sack lunch, buffet, or covered dish) Group singing Group games (see Chapter 4)	
1:30-1:50 p.m.	**General Session** "Why We Are Here" – school vice principal or student council adviser Discussion group assignments (by name tag or other method)	Informal Setting
2:00-3:00 p.m.	**Discussion Groups** A. Ideas for Smoother Meetings, Reports, and Agendas B. Student-Faculty-Administration Relationships With Student Council C. Choosing New Projects–Sources and Suggestions D. Books, References, and Reports E. New Ideas for Sportsmanship and Spirit	
3:15-4:15 p.m.	**General Assembly** Chairman: student council president Reports from group discussions Feedback General discussions Input Evaluation	
4:30-5:30 p.m.	**General Session** Techniques of Observing Groups – director of teacher education–state university	
6:00-7:00 p.m.	**Dinner** (prepared and served by student council officers and adviser)	
7:00-8:00 p.m.	**Group Practice Sessions** (based on 4:30 General Session)	

Time	Activity	Place
8:15-9:30 p.m.	Boundary Breaking (see Chapter 4)	
9:30-10:00 p.m.	**Closing General Assembly** "What Have We Accomplished, What More To Do, Tomorrow We Will. . ." – student council adviser Adjournment until next day	

Sunday

8:00-8:30 a.m.	**General Session** Introduction of speaker by student council vice president "The Courage To Lead," by president of interfaith council General announcements	
8:30-8:45 a.m.	**Refreshments** (milk, juice, donuts)	
8:45-10:00 a.m.	**General Session** Parliamentary Procedure: Purpose and Practice Conducted by local lawyer or judge	
10:15-11:00 a.m.	**Group Sessions** (divide by badge color) A. Student Council and Public Relations B. Student Council and Administration C. Student Council and Faculty D. Student Council and School Spirit E. Student Council and Other School Organizations F. Student Council and Student Council (Note suggested discussion outlines in Chapter 5)	
11:15-12:00	**Group Sessions** (Each student should pick a group from the list above.) Note: Leaders of group sessions are student council officers, committee chairmen or workshop delegates with previous experience. They should have been given an outline to study prior to the weekend of conference.	
12:00-1:00 p.m.	**Lunch** (Buffet) sandwiches, relish tray, beverage, dessert	
1:00-3:30 p.m.	**Individual Nitty-Gritty Problem Solving** (See Chapter 4)	
3:45-4:15 p.m.	**General Session** Evaluation (see appendix for suggested form) Friendship circle by student council president Closing song Good-bye	

Organization for Multi-Day Workshops

Although there are a number of ways in which to organize students for a workshop, the most popular is the *council method.* Divide those in attendance into "councils," with no more than 20 to 25 in each group. Each council will have a junior and senior staff member. The JC conducts the council meetings until the officers are elected. The senior counselor serves as council adviser.

When assigning students to councils (and this should be done prior to the opening of the workshop) keep these criteria in mind:

–Attempt to keep a balance between male and female members.

–Make sure all types of students and schools are represented in each council. Socio-economic, ethnic, and urban-rural balances are desirable.

–If more than one delegate per school is allowed, make sure they are assigned to different councils.

–Attempt to have a cross section of classes (senior, junior, sophomore) in each council.

The "pretend" school around which each council is organized may be presented in a variety of ways. No one way is to be preferred over the other, and each has apparent advantages and disadvantages.

–The junior and senior staff assigned to each council can describe a hypothetical situation in writing during their pre-workshop meeting. (See Chapter 5.)

–Suggested situations can be presented to each council as a guide, and council members may "write" their own school.

–At the first meeting on Sunday evening, council members can form schools with problems similar to those of their school at home.

Each council has elected officers, and they should all be given responsibilities during the workshop experience. For example:

–The president conducts council meetings, appoints committee chairmen, songfest chairman, talent night chairman, etc.

–The vice president may be the banquet speaker, co-chairman for achievement night activities, chairman of Thought for the Day presentation, etc.

–The secretary keeps a day-by-day diary of council activities, problems, contributions, and suggestions to be given to the director after workshop. This record is an excellent guide for the director to use next year.

–The treasurer collects and records money for pictures, prepares a budget for banquet table decorations, and prepares sample student council budget using the suggestions made by all the schools represented in the council as a guide.

Encourage each student attending the workshop to bring the following materials:

- Notebook, paper, and pencil
- Copy of the student council constitution from his school
- Musical instrument for talent night
- Successful student council projects, parties, and programs from home
- The student handbook from his school, if available.

Sample Schedule for Multi-Day Workshop

Sunday

Time	Activity	Place
3:00-4:30 p.m.	**Registration** Room assignments Get-acquainted activities Unpack Dress for dinner	Dormitory Foyer

Time	Activity	Place
5:00-6:00 p.m.	**Orientation—Workshop Director** Why we are here Purpose of workshop Preview of week ahead Organization Activities Daily Schedule Conduct Mail Visitors Dress Illness Other details	Assembly Hall
6:00 p.m.	**Dinner**	Cafeteria
7:00-7:30 p.m.	**First General Session** Welcome by representative from host institution Welcome by assistant director Introduction of guests and workshop staff Introduction of consultant	Assembly Hall
7:30-10:00 p.m.	**Council Organization** Get acquainted (see Chapter 4) Present and discuss council situation Identify characteristics of model school Choose a school name Choose school colors and mascot (Each council reports back to general assembly to present above information)	Assigned Council Meeting Areas
10:00 p.m	**Dormitory Meetings** Conducted by deans of men and women	
10:30 p.m.	Everyone reports to dorm or cabin	
11:00 p.m.	Lights out; JC's check rooms	
11:15 p.m.	**Senior Staff Meeting** Review of facilities. What is needed? Are all students accounted for? Brief review of next day's schedule	
11:30 p.m.	Director calls homes of students not accounted for	

Monday

A Day To Ask "Why?"

7:00 a.m.	Reveille	
7:30-8:15 a.m.	Breakfast	
8:15-8:30 a.m.	Room Clean-up	
8:45-9:45 a.m.	**General Session** Thought for the day from the junior staff General announcements by the assistant director Consultant addresses participants	Assembly Hall
9:45-10:00 a.m.	Break	
10:00-10:50 a.m.	**Council meetings on assigned problems** (preamble, purposes, and projects) Visiting sponsor meeting, led by consultant	Council Meeting Areas

Time	Activity	Place
11:00-11:50 a.m.	**General Session** Reports by councils	
12:00-12:45 p.m.	Lunch	
1:00-1:30 p.m.	**General Session** Projects and purposes for your school's council	
1:30-1:45 p.m.	Break	
1:45-2:30 p.m.	Council meetings and swap shop for ideas	
2:30-3:00 p.m.	**General Session** – A Summary of "Why"	
3:15-3:45 p.m.	**Council Meetings** Set olympic entries Discuss talent acts for tomorrow Group and council pictures	
4:30-7:30 p.m.	**Tournaments** (softball, volleyball, basketball)	
6:00 p.m.	**Dinner**	
7:30-9:55 p.m.	**Indoor Olympics** (Junior staff is in charge)	
9:55-10:00 p.m.	Closing by director	
10:00-10:45 p.m. 11:00 p.m.	**Rap sessions** (led by floor or cabin JC's) Lights out and room check by JC's	
11:15-11:30 p.m.	**Senior Staff Meeting** Council problems? Help needed? A look at tomorrow	

Tuesday

7:00 a.m.	Reveille	
7:30-8:15 a.m.	Breakfast	
8:15-8:30 a.m.	Room Clean-up	
8:45-9:30 a.m.	**General Session** Thought for the day–Council "A" General announcements by assistant director Group singing Techniques of organization–consultant	
9:30-10:35 a.m.	**Officer Responsibility Sessions–Staff** (President, vice president, secretary, treasurer, committee chairmen and members)	
10:35-10:50 a.m.	Break	
10:50-11:50 a.m.	**Council meetings on assigned problems** Organizing ourselves Organizing our school Getting talent for talent show Visiting sponsor meeting–consultant	
12:00-12:45 p.m.	**Lunch**	
1:00-1:30 p.m.	**General Session** Parliamentary Procedure – consultant and JC's	
1:40-2:30 p.m.	**Parliamentary procedure practice sessions**	
2:30-2:45 p.m.	Break	

Time	Activity	Place
2:45-4:00 p.m.	**Movie(s)** – *Twelve Angry Men* *The Lottery* *Up Is Down* *Is It Always Right To Be Right?*	
4:00-4:30 p.m.	**Council meetings to discuss movie(s)**	
4:30-5:15 p.m.	If I Had It To Do Over Again–JC's	
5:15-6:00 p.m.	Relax and dress for dinner – Special meetings for talent show, rap time, counseling time, etc.	
6:00-6:45 p.m.	Dinner	
7:00-7:30 p.m.	**Council Meetings** (final plans for talent show)	
7:30-8:00 p.m.	**Rehearsal For Talent Show** led by JC's and assistant director	
8:30-10:00 p.m.	**Talent Show**	
10:00-10:45 p.m.	Rap Sessions, led by JC's	
11:00 p.m.	Lights out and room check by JC's	
11:00-11:30 p.m.	**Senior Staff Meeting**	

Wednesday

A Day To See Leadership

7:00 a.m.	Reveille
7:30-8:15 a.m.	Breakfast
8:00-8:30 a.m.	**Staff Meeting–Evaluation and Planning**
8:15-8:30 a.m.	Room Clean-Up
8:45-9:30 a.m.	**General Session** Thought for the day – Council "B" General announcements–assistant director Group singing Problem-solving techniques–consultant
10:00-10:15 a.m.	Break
10:15-11:15 a.m.	**Council Meetings on Assigned Problems** Discussion of problems back home Election of officers Visiting sponsors meetings–consultant
11:15-11:50 a.m.	**General Session** Public Relations and Leadership – consultant
12:00-12:45 p.m.	Lunch
1:00-2:25 p.m.	**General Session** Experiences in Observation–Consultant
2:25-2:45 p.m.	Break
2:45-3:25 p.m.	**Council Meetings To Plan Song Fest**
3:25-3:40 p.m.	Break

Time	Activity	Place
3:40-4:45 p.m.	**General Session—Other Voices** (Senior staff assumes these jobs for role-playing session) The Principal Speaks The Faculty Speaks The Custodian Speaks The Bus Driver Speaks The Adviser Speaks The School Board Speaks	
4:45-6:00 p.m.	**Relax and dress for dinner** (rap time)	
6:00-6:45 p.m.	Dinner	
7:15-8:30 p.m.	**Lessons in Group and Individual Communication**	
8:30-10:00 p.m.	**Dance**—"The Quarter-Notes" (Be sure to include activities for those who do not dance.)	
11:00 p.m.	Lights out and room check by JC's	
11:00-11:30 p.m.	**Senior Staff Meeting**	

Thursday

A Day to Discover Commitments

7:00 a.m.	Reveille	
7:30-8:15 a.m.	Breakfast	
8:00-8:30 a.m.	**Staff Meeting**—evaluation and planning	
8:15-8:30 a.m.	Room Clean-Up	
8:45-9:55 a.m.	**General Session** Thought for the day—Council "C" General announcements—assistant director Group singing Report by delegate to annual NASC National Conference The Concept of Evaluation—consultant	
9:55-10:10 a.m.	Break	
10:10-11:05 a.m.	Council meetings to discuss evaluation Visiting sponsors meeting—consultant	
11:05 a.m.	**General Session**	
11:50 p.m.	"Ask The Experts"—senior staff	
12:00-12:45 p.m.	Lunch	
1:00-1:30 p.m.	**General Session** A Place To Stand—consultant	
1:30-3:30 p.m.	**Council Meetings**—Rehearsal for Achievement Night Order of rehearsal—assistant director Prepare banquet decorations	
3:30-4:30 p.m.	Banquet decoration (on the tables)	
4:30-6:00 p.m.	Relax and dress for banquet	

Time	Activity	Place
6:00-8:00 p.m.	**Banquet and Program**	
8:00-10:00 p.m.	**Achievement Night**	
10:00-10:45 p.m.	Rap Time (JC's)	
11:00 p.m.	Lights out and room check by JC's	
11:00-11:30 p.m.	**Senior Staff Meeting** (J C 's Check Rooms)	

Friday

A Day To Begin

7:00 a.m.	Reveille
7:45-8:30 a.m.	Breakfast
8:00-8:30 a.m.	**Staff Meeting**—evaluation and planning
8:15-8:30 a.m.	Room Clean-Up
9:00-9:30 a.m.	**General Session**—preparation for closing Thought for the day—Council "D" General announcements—director
9:30-10:30 a.m.	**Council Meetings**—conference evaluation
10:30-11:00 a.m.	**General Session**—Closing remarks, friendship circle
11:00-11:30 a.m.	Pack
11:30 a.m.	Lunch—departure—good luck!!!
12:30-1:30 p.m.	**Staff Meeting** Council evaluation sheets turned in Recommendations for junior staff next year Turn in Blue Book

The schedules suggested in this chapter are intended to be changed, modified, and expanded to meet the needs and conditions of the school or schools involved. Get-acquainted games, group dynamic processes, and brain-storming ideas are discussed in the next chapter.

4 Great Ideas

Dozens of worthwhile books have been written in the areas of group dynamics, problem solving, and leadership training techniques. This chapter will neither presume to improve on those materials nor offer new and startling innovations. What we will do is to present a few areas and ideas which may be useful to the novice workshop director, school administrator, or student council adviser.

Getting to Know Each Other

No undertaking which attempts to bring human beings together can begin to help them until they are acquainted. They must feel they know each other before they can begin to share, understand, involve, and learn. The following two games can help break the ice.

Have you ever been to a group meeting where the chairman said something like this? "O.K., everybody, let's get acquainted! As we go around the room, each of you should give your name and tell where you're from, and something about yourself."? Then follows a self-conscious mumbling and muttering of many names, places, and hobbies, few of which can be heard. With this kind of introduction, nobody knows anybody!

Try the two following methods next time you want people to meet people. Notice how the atmosphere is improved and how easily human beings start relating to each other.

Catalog Introductions

Seat the group in a circle or hollow square—never in the traditional classroom rows. Begin with the person to the left of the chairman and move clockwise.

Instructions

"Right now we are going to get acquainted—but not in the traditional way! We want to know your first name only, and we also want to know something about you as an individual: a hobby, a vocation, or a leisure-time activity.

"After you give your first name, mention an article that identifies your hobby. The article should be one which can be purchased from a general merchandise catalog. For example if you like to work on cars you might say—'Bob, carburetor', or 'Kate, history book', or 'Tom, telescope'. This is the first part of the activity.

"As we progress around the circle, each person must remember everyone's first name and the article associated with him. You repeat these names and articles beginning with the first person who responded and continuing until you

add your name and "catalog item" at the end. By the time it reaches me, I must remember each person's first name and article. This is not a contest to see who has the best memory but a sharing activity to help us become better acquainted."

When the game is concluded you might want to give the group an opportunity to ask questions about some of the catalogue items mentioned.

During the course of the workshop, many delegates will receive a new "name", and will be recognized by the article used in the catalog game. More important, however, is the fact that when they are recognized, they begin to *belong.*

Boundary Breaking

This group experience was originated at Neenah High School, Neenah, Wisc., by Al Long.

Immediately after a get-acquainted session, we need a follow-up experience designed to do these things:

- Create an awareness of each person through the use of questions designed to reveal more than what superficial conversations would.
- Give people an opportunity to open up positively to each other in small groups.
- Teach listening skills and awareness of the degrees of meaning in a conversation.
- Bring leaders together in groups which would not ordinarily meet in the normal flow of life.

Instructions

- Participants must be given a careful explanation of the program so that each person will know the nature and extent of his own personal commitment. This *is not* a sensitivity experience nor an encounter session, but simply a positive exercise in awareness.
- Seat the group in a circle, as close to each other as possible. No one is to be out of the circle.
- Name tags or other identification should be worn so that answers may be related directly to the person.
- Each person must answer every question, although he may "pass" while he thinks. Be certain to come back to each one who passed; no one is allowed not to answer.
- The leader should repeat some answers to reinforce memory and to encourage reluctant individuals, who may be hesitant to speak loudly in this setting. Keep all group members comfortable and informed.
- Group members may not repeat the answer of someone else. This is called a cop out.
- Questions are not to be explained or limited. Each person is to react to what he hears. Keep the mood serious at all times.
- Length of sessions should be determined by the alertness, responsiveness, and interest of the group. Additional questions may be used at the discretion of the leader.

Directions to Participants. (These are to be read to the group.)

"We are going to respond to a series of questions. Every answer you give is absolutely right. No one will question it. Simply respond to what you hear. You may choose any answer you want—but you must choose an answer. You cannot "cop out" by stealing someone else's answer. We will proceed around the circle, *starting with a different person each time.* If you can't think of an answer at your turn, say "Pass" and I'll come back to you later. Please do not let me forget you.

"Please speak loudly so that everyone else can hear. Try not to change your answer once you decide. Do not change to what you think will be a more "appropriate" or "acceptable" answer. Stay as honest as you can.

"While each member is answering, watch that person closely. We can learn a great deal from a look, movement of hands, and what people say, do not say, or hesitate in saying.

"We must listen. This is not a debate! We are not here to disagree. We are here to seek the person that is in each of us. Too often we defend our own little worlds without listening to all the hearts beating around us.

"As each person answers, collect those various answers in your mind and begin developing an idea of each person in the group. If we do all this, perhaps a few of our invisible boundaries will melt—and we'll know each other better."

Sample Questions

1. What comes to your mind first when you hear the word *reality*?
2. What is the most significant book you have ever read?
3. What physical thing do you want to build more than anything else?
4. What is the most honest thing you have known?
5. What is the most entertaining movie you ever saw?
6. What is the most beautiful quality about people?
7. What do you like to do most with a free hour?
8. What is the most overwhelming thing you know?
9. What is the greatest problem in the United States?
10. What thing makes you feel most humble?
11. If you could choose to be an animal other than man, what animal would you choose to be?
12. If you could smash one thing, and only one thing, what would you smash?
13. What is the greatest crime one man can commit towards another?
14. If you could tape-record the ugliest thing you know, what sound would you use?
15. Choose a word which best describes your total life up to this moment.
16. What do you think of when you think of tragedy?
17. When do you sense being most alive?
18. What television show do you like the most?
19. Choose a word which you feel describes old people.
20. What is the biggest waste you know of?
21. What future discovery do you most anticipate?
22. What do you love the most?
23. When you think of children less than three years old, what comes to your mind?

24. Give another word for God.
25. What one day in your life would you like to live over?
26. What is the most powerful force in the world today?
27. What is the best thing your student council has ever done?
28. What three things would you change in your school?
29. What is the worst thing your student council has ever done?
30. What is most valuable about student council?
31. What kind of leadership makes a difference in the world?

Synthesis Set (These questions are designed to aid in summarizing the experience of breaking boundaries between people.)

A. Why did we do this?
B. What happened during this session?
C. What things did you find out about other people?
D. Why don't we ask these kinds of questions in normal life?
E. What do you hope to accomplish while you attend this conference?

The Junior Olympics

No workshop or conference of any length is ever complete without a recreation session. "Junior Olympics" or "Indoor Olympics" is a fun way to get people acquainted, and involve them in a group effort that requires cooperation, organization, and self-control. In addition, the olympics provide an opportunity to study another dimension in human behavior: the best and worst in each of the players. Junior counselors, former workshop delegates, or the executive board of the host student council should be called on to promote, organize, and supervise this activity. Each staff member is assigned one station. Enough stations are needed to equal the number of councils in the conference. Imagination here plays a most important role, for each staff member decides what event will be held at his station. Some examples are: dropping a soda straw from the tip of the nose into a pop bottle (the player must be standing on a chair!); *bouncing* a football into a waste basket; blowing a ping pong ball up a narrow ramp between goal posts; and flying a paper airplane into the hangar (cardboard box) from 10 feet away.

The teams line up single file; each person has one attempt and then goes to the end of the line. Time limit is three minutes. The group rotates and score is kept: one point for each feat accomplished until the whistle blows.

5 Solving Our Problems

It is doubtful that any delegate ever attended a clinic, retreat, or conference without bringing a host of problems from home. Obviously, it would be impossible to discuss every problem, but you *can* give delegates some approaches to problem solving.

The following two examples are a beginning toward training leaders in problem solving.

Nitty-Gritty Problem Solving

Ron Joekel and Pete Wirtz of the Teachers College at the University of Nebraska, Lincoln, developed the following problem-solving technique. The activity gives students an opportunity to investigate and cope with a realistic situation in their own school. This activity requires three to three and one-half hours to complete.

1. Meet with local high school representatives and identify major student council concerns for the current school year. Brainstorming is a good way to bring out those concerns.

2. Each individual selects one problem to work with.

3. Find a quiet spot and write the problem out in such a way that others can understand it and will be able to offer helpful suggestions. Identify the dimensions of the problem (who, what, where, when, why, how many, how much, how bad, etc.).

4. Meet in student councils and present your problem. Each member will have three minutes to receive helpful suggestions from other council members. Use brainstorming to give helpful suggestions. Members should record the suggestions received. The *timekeeper* should enforce the three minute limit.

5. Each participant leaves the council and develops a strategy *in writing* to solve his problem.

6. Each participant meets with *two* other people from another school of the same size as his/her own to discuss, share, and get feedback on the problem area. All people will present their plans of action and get two signatures of endorsement from the two student consultants.

Nitty-Gritty Record Form.

A. These are the concerns faced by student council at our school this year:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. This is the concern I want to work on:

_____

_____

_____

C. These are the dimensions of the problem as I understand it:
   Who is involved?
   What has been happening?
   Why is it happening?
   What solutions or alternatives have been tried in the past?
   Who should be contacted and in what order of priority?

D. The following suggestions for dealing with my concern were made in my council:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

E. I am planning to deal with the concern. This is my step by step method of attack. I realize that unless step one is completed, step two cannot occur, and so on.

Step one: _____

Step two: _____

Step three: _____

Step four: _____

Step five: _____

Step six: _____

Step seven: _____

Step eight: _____

Step nine: _____

Step ten: _____

F. I have met with _____ (name) and _____ (name) to discuss my special concern. They are both from a school of approximately the same size as my own. They have given me feedback about my strategy. I have made the necessary corrections, and their signatures endorse my plan of action.

Student Consultant Signature _____

Student Consultant Signature _____

Murder

A murder has been committed. The task of your group is to find the *murderer,* the *time* of the murder, the *place* of the murder, the *weapon,* and the *motive.* Copy the 22 clues below and cut them apart so that each clue is on a separate piece of paper. Distribute the clues among the members of the group, so that each person has *some* information about the crime. Each member may discuss his clues with the group, but is not allowed to give his clues to anyone else or to show them to anyone.

You may organize yourselves in any way you wish. When you think you have *all five* answers, and the whole group agrees, tell the leader and he will let you know if the group is right. Here are the facts in the case.

- When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.
- Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.
- The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

- The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.
- Only one bullet had been fired from Mr. Jones' gun.
- When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.
- A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.
- The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.
- Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.
- The elevator man saw Mr. Kelley's wife go to Mr. Scott's room at 11:30 p.m.
- The elevator operator said that Mr. Kelley's wife often left with Mr. Scott.
- Mr. Kelley's body was found at 1:30 a.m.
- Mr. Kelley had been dead for one hour when his body was found, according to the medical expert working with the police.
- The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.
- The elevator man went off duty at 12:30 a.m.
- The condition of Mr. Kelley's body indicated it had been dragged a long way.
- Miss Smith saw Mr. Kelley go to Mr. Jones' apartment at 11:55 p.m.
- The police found that Mr. Jones disappeared after the murder.
- Mr. Jones had told Mr. Kelley that he was going to kill him.
- Miss Smith said that nobody left the apartment building between 12:25 and 12:45 a.m.
- Mr. Kelley's blood stains were found in Mr. Scott's car.
- Mr. Kelley's blood stains were found on the carpet outside Mr. Jones' apartment.

Answer

After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment, where he was killed by Mr. Scott with a knife at 12:30 a.m.—because Mr. Scott was in love with Mr. Kelley's wife.

6 Preparing Council Officers

A number of approaches can be taken toward the training of officers in their duties and responsibilities. The following is one idea which has been used with some degree of success.

Preparation for this activity includes making large cardboard signs which can be hung around the neck of each participant and collecting an assortment of toys or toy animals.

Each sign should be appropriately labeled: *President, Vice President, Secretary, Treasurer, Program Chairman, Parliamentarian, Public Relations Chairman,* etc. In addition to the signs, have a "badge of office" (one of the toys) available to present to each participant. For the president, a spark plug; vice president, a light bulb; secretary, a key; treasurer, a piggy bank, etc. By relating the "badge" to the duty of the office you can help the student "see" his responsibility and job opportunity.

Following such a presentation, divide the delegates into small groups with presidents in one section, committee chairmen in another and so on. Each group can be chaired by a former officer who can share with the membership some specific problems, pitfalls, and successes.

I Move That . . .

"In student councils and other school organizations, there is not time to consider orderly procedure as deeply as parliaments must—nor is there need for maneuvers of delay and sidetracking. Instead, student officers need a reasonable, direct, straightforward guide for running a meeting."[1]

Volumes have been written about the necessity of using parliamentary procedure in the orderly conduct of business. Student council officers should be aware of the pitfalls, dangers, and abuses which can result from lack of knowledge or misuse of parliamentary procedure.

Too *little* knowledge of the fundamentals can result in misuse or abuse of the rights of the presiding officers and/or the membership. The services of a parliamentarian *and* an adviser help.

Too *much* knowledge can also lead to abuse of the procedure unless advisers or members are willing to step in and help control the situation. They need to emphasize that rules of parliamentary procedure exist to help group members to transact business in an atmosphere of cooperation and harmony. Anything more or less than that principle tends to destroy the value and worth of the procedure.

A discussion and *practice* of the methods for conducting a meeting is time well spent in any workshop situation. One of the most effective means of pre-

senting the subject is to have a demonstration and/or practice session so that delegates can see parliamentary procedure in operation.

Give the JC's or adult advisers an opportunity to stage a mock meeting to demonstrate the basic principles of parliamentary procedure: how to obtain the floor, how to make a motion and amend it, how to conduct voting procedures, etc. Show a simple meeting agenda with the call to order, reading of minutes, reports of committees, new business, and adjournment. A variation is to allow one group to demonstrate how *not* to conduct a meeting, with emphasis on the various "types" of people who cause problems—the motion maker, the talker, the know-it-all, the dictatorial president, the talkative adviser, etc.

Care should be exercised here that this "type" presentation does not become farcical but is played "straight" to make it a learning situation.

Grouping, Not Groping

Any number of games, experiences, and processes are available to help teach individuals how to work *with* groups and *in* groups. Two are presented here merely to show the kind of group experiences that can be used at a workshop. The director should explain to delegates *what* is being presented, *why* it is being done, and *how* they can profit from it.

Three-Minute Direction-Following Test.

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
13. Draw a circle around the word "paper" in sentence number 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think that you have carefully followed directions, call out "I have."
16. On the reverse side of this paper, add 107 and 278.
17. Put a circle around your answer to this problem.
18. Count out in your normal speaking voice from 1 to 10 backwards.
19. Punch 3 small holes in your paper with your pencil point here. • • •
20. If you are the first person to get this far, call out loudly, "I am the leader in following directions."
21. Underline all even numbers on the left side of this page.
22. Ignore all of these directions, except for numbers one and two.

High Chair—Low Chair

This experience has proven popular at many workshops, for it presents a number of concepts about groups and individuals within groups.

Make certain that a thorough explanation is given before and after the group meeting, so that each person understands this is only a *game* to show group and individual reactions and is not designed to put anyone down.

Divide the delegates into groups of eight. Have each group seated in a small circle. Ask for one volunteer in each group to serve as the observer and to report what happened during the experiment to the entire membership.

From the remaining seven in each group, ask for two volunteers who feel confident they can leave the group and rejoin it in a few minutes to take part in a discussion of some school problem with which they may not be familiar and the first part of which they have not heard discussed.

Ask these two volunteers from each group to leave the room while the discussion gets started. They will be asked to return in a few minutes and to attempt to join in the deliberation.

After the volunteers have left, give the following instructions to the people who remain: "This will be an experiment in individual reaction to group pressure, human need for acceptance, and a lesson in the power exerted by acceptance or rejection of ideas. Every person in each group should now change his seating arrangement within the group. Be sure the two chairs left vacant by those who left your group are now occupied. Also, the two newly vacant chairs which now exist should be separated. At least one person should sit between them.

"Right now your group is to choose one chair which will be the High Chair and the other vacant chair becomes the Low Chair. When the two persons now absent return to your group and take the vacant seats, everyone in the circle will always *agree* with *everything* said by the person who takes the High Chair. Likewise you will all *disagree* with *everything* said by the person in the Low Chair.

"Begin now a discussion of some controversial subject related to school life. In a short time we will invite back into your groups those who volunteered to be part of the experiment—continue with the discussion, remembering always to *agree* with the High Chair and disagree with the Low Chair. Observer, watch carefully what occurs and particularly what happens to the people in the designated chairs."

As the coordinator of this activity you will need to watch the groups carefully as they continue the discussion with the high and low chair persons. A few minutes is usually all it takes to establish the desired results and give the observers an opportunity to discover what is happening. As the group continues to agree with High Chair, that person becomes more animated and usually starts to lead the discussion. The Low Chair, after several attempts at suggestions, contributions, and ideas (all of which are rejected by the group), usually withdraws completely and makes no further effort at communication with the other members.

Be sure at this point to call on a few of the observers to report their findings. Conclude the experience with a careful explanation, particularly to the high and low chair people, of what occurred and why.

Footnote

1. Donald I. Wood, *A Call to Order*, NASSP, 1964, p. v.

7 Models for Organization and Discussion

This chapter presents some forms and suggestions for workshop organization. They are offered as guides, and many of them will need to be altered to suit the individual situation.

Hypothetical Councils

From the information below, the members of the council organize their hypothetical school, choosing a name, a mascot, and school colors.

Council "A"

This community of approximately 15,000 has just completed construction of a new high school building. However, because of the conservative attitude of the community and school board, the original bond proposal had to be modified, resulting in crowded conditions. The faculty is unusually progressive and concerned about the quality of education offered.

Unfortunately, the dominant group of citizens opposes faculty-proposed changes and innovations in the school's curriculum if they cost money. This problem is magnified by the principal's tendency to yield to community pressures, rather than to support his faculty. A split has developed in the student body. One faction supports the faculty's attempts to improve the school; the other faction rebels against these efforts. A small subversive group is gaining power by taking advantage of this split. The end result of this strife is comparable to a "powder keg" with a short fuse.

Council "B"

This school of 250 students is in a very stable farm-oriented community—typical small-town U.S.A. However, the once entirely white student body has recently been integrated by Mexican-American farm workers and general laborers who move in and out constantly. The two-thirds white student body is highly motivated socially toward one another, as their parents grew up together in the same town and passed on a strictly patterned social life to their offspring.

The student body also contains a few black students—a small clique who grew up together and became intensely aware of their heritage as they entered high school. These blacks are a very potent force in the student body. They are working diligently to bring other students' attention to their awakening identity as black people.

The white students of the original community are proud of their school, its football and athletics especially, while the others are more inclined toward their particular groups of friends and have little feeling for the school as a whole.

The traditionally all-white student council has recently been challenged by the blacks and some of the more vocal Mexican-Americans. Protests are increasingly militant.

The school has a new principal with very liberal attitudes toward the problems of the entire student body. He is genuinely concerned about the problems of the minority groups, and thus has invited opposition from many white parents of the community.

Council "C"

The school is composed of 1,600 students; about 10 percent are black. A liberal student government desires a greater voice in curriculum changes and in the hiring and firing of teachers. Their recent request for influence in hiring teachers was immediately refused by the board of education and their voice in curriculum changes is now in danger because of what the board feels is their "power grab." Student resentment for the board is high. Black students agree with the liberal white students that there should be curriculum changes. Other white students violently resent any change and therefore resent student council and the blacks.

The administration of the school must abide by the board's decision. The student council is at odds with them because they still insist upon participating in curriculum changes. The administration fears "student power," and believes it must be forceful to retain authority. A deep rift has grown between administration and students.

Traditional spirit-raisers and unifiers have failed. The students blame lack of spirit as the reason for uninvolvement in traditional activities, while the student council pushes these activities in an attempt to unify the students. As a consequence of the lack of spirit, the students are losing faith in their council.

The specific problem is to maintain peaceful harmony at school and unify all of the different factions. This must be done with an uncooperative administration that may veto any radical or untraditional activities.

Council "D"

The school is in a fairly stable community of 5,000 people. In the past, the economy was heavily based on agriculture, but now it balances between industry and agriculture, with industry on the increase. The community has an influential number of retired people who find security in a stable, non-progressive community. The public is aware of the school's deficiencies but has failed to pass bonds twice. The community will not become involved with the school's activities. Community dwellers commute to several close cities for shopping and recreation.

Our school is typical of most in our state. The physical plant is 45 years old. It has been remodeled once and is kept in good repair, but it is inadequate to accommodate the growing student body. The student body numbers 750 and increases about 150 each year. The growth of industry in the area has created a bi-racial community; 10 percent of the student body is black. As everywhere, drug abuse and excessive drinking is becoming noticeable. The students center their support around a strong athletic program in which winning is a tradition; however, the last evaluation report showed that only 35 percent were participating in extracurricular activities. Of the graduating seniors, only 45 percent (a

relatively low figure) seek higher education; yet the faculty is exceptional with a good balance between youth and experience.

Suggested Conference Outlines

The four outlines which follow can be modified as necessary. The chairperson should be selected well in advance and provided with a copy of the discussion outline to be used and a copy of the *Suggestions to Group Discussion Leaders.*

Delegates too should receive copies of the discussion outline prior to the meeting. The director should plan to meet with the discussion leaders and review their responsibilities. Select these leaders from individuals with previous experience at conferences and in group discussion.

The suggestions or questions listed under each heading should be considered as focal points for discussion. It is unlikely that any one suggestion will completely solve the problem or answer the question.

Suggested Discussion Questions and Outline for Student Council Workshops

Group I: The Student Council and the Students

A. What role should the student council play in student protest?
   - Ignore it
   - Join it
   - Become a sounding board for student ideas
   - Work *through the administration* in an effort to meet student needs and desires

B. How can a spirit of cooperation between the student body and the student council be developed?
   - Better representation on the council
   - Open meetings to encourage student attendance at council sessions
   - Student council assembly to explain the work of the council
   - Workshops sponsored by the student council on the entire activities program of the school

C. How can effective communication be established between the student body and the student council?
   - Regular reports by council representatives to the groups which they represent
   - Face-to-face interviews with representative students concerning their thoughts and ideas on council work
   - Contact with students who are not members of the council to help in evaluating the council's program
   - Announcements of certain school events and projects to be made only through council members reporting back to groups they represent

D. Should the student council constitution place restrictions on who may run for a council office? Restrictions on grade average? Classification? Experience? Others?

- What is right or wrong about academic restrictions for council membership?
- Should the constitution restrict membership on the council to upper classmen only? Why or why not?
- Should it be necessary for a student to have served on the council in order to be eligible to hold an office in it?
- What are some useful restrictions for council membership?

E. How can a student council involve more students in its program?
- Sponsor contests relating to activities to heighten student interest in the council and the school
- Use as many students as possible who are not council members in planning and implementing activities
- Find out what interests the students

Suggested Discussion Questions and Outline for Student Council Workshops

Group II: The Student Council and the Community

A. How can the student council increase school spirit?
- Have a permanent publicity committee that will advertise all student activities, not just those sponsored by the council.
- Encourage local newspaper coverage of all school events.
- By example, encourage active participation in school activities.
- Sponsor fall school activities—opening-of-school dance, get-acquainted party, all-school assembly, etc.

B. What are some guidelines for selection and evaluation of student council projects?
- Projects should be meaningful to a large part of the student body.
- Projects should present a real challenge to the student body—a challenge to thinking, imagination, and ingenuity.
- Only projects for which there is a reasonable possibility of success should be tried.
- Projects should be of a type that can be completed within the school year.
- Projects must be practical.
- Projects should be educationally sound.

C. What constitutes an adequate student council public relations program?
- Establish a permanent publicity committee.
- Invite school newspaper reporter to council meetings.
- Establish a council column in school and local newspapers.
- Sponsor a weekly talk show over local radio or TV stations to help publicize the work of the council.
- Sponsor at least one community project.
- Organize a speakers' bureau to inform the public of council work.

D. What can the student council do to improve spectator sportsmanship?
- Compose and sponsor a sportsmanship code of ethics.
- Foster better relationships with rival schools by exchange assemblies and by letters of praise for members of the rival institution when they receive an award.

- Encourage organization of an interschool student council.
- Educate spectators by informing them of changes in game rules and acquainting them with the job of the officials.
- Student council members can set the example by their own attitude.

E. How can the student council coordinate the school's activities program?
- Charter clubs and organizations which are a part of the school's extracurricular program.
- Work with the administration in setting up the calendar of school activities.
- Investigate the needs of students as they apply to present programs.
- Make use of a committee on student activities that works with the school's curriculum committee.
- Help to formulate a policy of eligibility requirements for participation in school activities.
- Become aware of what percentage of total school population is actively participating in the activity program.

Suggested Discussion Questions and Outline
For Student Council Workshops

Group III: The Student Council, the Faculty, and the Administration

A. How can a spirit of cooperation between the faculty and student council be developed?
- Organize a student-faculty committee through student council.
- Organize student-faculty social occasions, such as coffee hours.
- Extend a standing invitation to all faculty members to attend council meetings.
- Request to send a council representative to faculty meetings.

B. What qualifications should be demanded of student council members?
- Should academic restrictions for council membership be a criteria?
- What are some qualifications or requirements for student council membership?
- A council member represents the students, the school, and the administration. What does this mean in terms of his responsibility?
- Is some type of screening of candidates for office necessary? What method of screening might be most effective? Interviews by present council members; speeches before student body; written platform published in school paper; etc.?

C. What should be the relationship between the principal and student council? Between the faculty and the student council?
- What type of relationship do your faculty and student council now have? Can it be improved? By what methods? Will these methods really help the situation?
- Is the principal in your school also the student council adviser? Do you feel this may cause problems that might be solved if a faculty member were assigned as adviser?

- In councils where a faculty member is the adviser, is the principal invited to council meetings? What methods are used to advise the principal of council decisions, needs, or plans?
- What methods are employed to notify the faculty of council decisions, needs, or plans? Are these methods the most effective?

D. Should the student council charter other student groups?
- Should the student council be given the responsibility of issuing charters to other student groups? Would the chartering process have any advantages for the council? For the group being chartered?
- What procedure should be followed by the council in chartering other student organizations? Would this be beneficial to the organization involved?
- What responsibility should the club's student council representative have during the chartering process?
- Would the chartering of clubs by the council give the council too much responsibility? Should the council be given an opportunity to make the final decision concerning the issuance of a club's charter?
- Would an interclub council be a good addition to the student council organization in your school?

E. In what ways can and should the student council represent *ALL* students?
- Provide for *adequate representation* on the council. What is or would be "adequate representation" on the council in your school?
- Present a freshman orientation assembly.
- Sponsor assemblies on topics of national and international interest.
- Sponsor programs and projects that will involve the entire student body.
- Publish a student handbook.

Suggested Discussion Questions and Outline
For Student Council Workshops

Group IV: Student Council and the Student Council

A. What characteristics define a truly successful student council?
- Council allows, invites, and stimulates student participation. How might this best be done?
- Council takes time to *define* its responsibilities within the framework of the educational program. What might be some of those responsibilities? What are some areas of responsibility which council cannot assume?
- A wide variety of interesting projects and activities. What projects and activities have been most successful in your school?
- A sound and workable plan of organization. What kind of plan might this be?

B. What are the responsibilities of student council members to the council? The administration? The student body? The community?
- The council: Regular attendance? Acceptance of committee assignments? Why? Work to improve status of council? How?
- The administration: Cooperation? How? Meetings? When? Conferences? Why?

- The student body:
  orientation activities for new students
  wide variety of school activities encouraged by the council
  exchange assemblies with other schools
  keep students informed

  How can the above strengthen the council in the eyes of the student body?
- The community: Cooperation? How? What kinds of projects? School "open house?" Why?

C. In what ways can school elections be improved?
- Nominations. What procedure? Are candidates screened? By whom?
- Campaigns. What procedure? Speeches required? Election assembly? Posters?
- Voting. What procedure? Write-in candidates? Ballots? Counting? Announcing results? Voter registration?
- Installation. What procedure? All-school assembly? Who conducts?

D. How does a student council solve its financial problems?
- For what areas is the student council financially responsible? Are those areas clearly defined? By whom?
- Does the council have a budget? Who sets the budget? When?
- How are funds raised? What is the school policy on fundraising? Are limitations or restrictions made on types of fundraising projects, amount that can be raised, who may participate, length of campaign?

E. In what ways can student council meetings be improved?
- Agenda: distribute copies to all members day before council meeting.
- Parliamentary procedure: how to use it in *your* council.
- Should members dress for the occasion? Why?
- Committee system: use to reduce amount of time spent in unnecessary argument and debate during a council meeting.
- Reserve a part of every meeting for special announcements of future school events. Representatives can take these back to their groups.
- The faculty adviser should *always* be present.
- Periodic "open" meetings should be held to bolster interest in the council.
- Make available copies of minutes to *all* students via bulletin boards and/or intercom announcements

Student Council Conferences: Suggestions to Group Discussion Leaders

1. Locate the room in which your meeting is to be held well in advance.
2. State the purpose of the meeting at the beginning. Odd as it may seem, people at a meeting do not always know why they are there. Informing them of the purpose helps them concentrate on what the meeting is to accomplish. Also, it helps direct their thinking.
3. Start the discussion with a clear statement of what the group is to accomplish. We are not interested *primarily* in the testimonial type of meeting in which each delegate simply relates "how we did it back home." We want the thinking of the delegates to bear upon the problem so that the group can emerge with definite, specific recommendations and say, "It is a good policy to . . . ." or, "We recommend that . . . ."

4. Encourage all delegates to take copious notes, including specific ideas and suggestions to take home.
5. Keep the meeting moving. Just as a meeting is seldom any better than its chairman, so it is seldom any more productive than the interest of its participating members. Interest flags when action lags.
6. Do not permit the forceful speakers and the aggressive personalities to dominate the discussion. Attempt to get all delegates into the discussion; if there is a choice of speakers, call on someone who has not spoken before.
7. Speak clearly. You, the chairman, are the spearhead of the meeting. You have the agenda. You know what it's all about. If you can't be heard, you can't exercise control. If you have a low speaking voice, rap for silence before you speak. Remember that it is not necessary for you to answer every question.
8. Prevent general hubbub. When everybody talks at once, nobody can be heard and nothing can be accomplished. Insist on order.
9. Avoid talking to individuals without talking to the group. Side conversations between the chairman and individuals disrupt a meeting.
10. Keep the speaker talking clearly and audibly. If a member asks for the floor and is given it, it is up to you to see that he makes the proper use of it. Interrupt him if necessary, and have him repeat what he has said if you have the slightest suspicion that not everyone has heard it.
11. Do not permit the discussion to wander away from the assigned topic.
12. Start on time and adjourn on time!

Appendix

SENIOR COUNSELOR Application Blank
For the
Tenth Annual Student Council Workshop
State Teachers College
July 29 – August 3

Name _____ Sex _____ Age _____

Home Address _____ Phone _____

School _____ City _____ Zip _____

Teaching Experience:
Academic Field _____

Subject Area Taught _____

Years Taught _____

Extracurricular Experience:
(List those activities with which you have had experience; include the dates of the experience and specific responsibilities.

_____

_____

_____

Degrees held and colleges or universities attended:

_____

_____

List the background, experience, and knowledge which you feel qualifies you for a position as senior counselor:

_____

_____

_____

_____

_____

Date: _____ Signature: _____

JUNIOR COUNSELOR Application Blank
For the
Tenth Annual Student Council Workshop
State Teachers College
July 29 - August 3

Name _____ Sex _____ Age _____

Home Addres. _____ Phone _____

School _____ City _____

Student council experience, offices held, honors, etc.: _____

_____

_____

_____

_____

Other activities and honors: _____

_____

_____

Why do you want to be a junior counselor? _____

_____

_____

Special Comments: _____

_____

_____

Date _____ Signature _____

Please return this application in the self-addressed envelope *by Marc*

Sample Letter to Prospective Junior Counselors

We are expecting this year's Student Council Workshop to be a huge success! The junior counselors added a great deal to the past workshops, and we are looking forward to their contributions this summer at the Teachers College, on July 29—August 3.

Last August you expressed an interest in serving as a junior counselor. If you are a senior and would like to be considered for one of the 20 positions open, please fill out and return the enclosed application blank *by March 1.* A small honorarium will be paid, plus all expenses.

A recommendation blank is enclosed for your student council sponsor. Please present this to him, along with our self-addressed envelope, and encourage him to return it by the March 1 date.

You will be notified in April as to whether you have been selected. We are extremely pleased by the large number of potentially interested applicants.

Very cordially yours,
Workshop Director

Council Projects

Community Safety Campaign: Select a day on which more than the average number of people will be in town shopping—just prior to a holiday or a community promotional activity. Determine how many students will be needed to cover the main shopping area and then how many hours and during what period of the day the campaign will take place. Obtain enough students to cover the business district for the time period specified.

Students might work in teams. Start the first team off by giving each person a handful of cards and a pencil. As they stand on the street corners or in the middle of the block, they simply observe the pedestrian violations, mark the card accordingly, and hand it to the offender.

WE REGRET TO INFORM YOU THAT

YOU HAVE JUST BEEN KILLED

OR

SERIOUSLY INJURED IN A PEDESTRIAN ACCIDENT

(over)

The reverse side of the card looks like this:

You have just violated the pedestrian safety rule checked:

- ☐ You jaywalked!
- ☐ You crossed against the red light!
- ☐ You stepped off the curb before the light changed!
- ☐ You allowed your child to run across the street unassisted!
- ☐ You got out on the "sui-side" of your parked car!
- ☐ You stepped from between parked cars!

Anytown High School Student Council
"We care about you!"

Mini-courses: Something for Everyone. Student councils in many parts of the country have become involved in curriculum changes and innovations. One form of this involvement is the council-sponsored mini-course series that gives students a voice in what they may learn as a part of the program of their institution.

For example, students at Topeka West High School, Topeka, Kansas, held a three-day mini-course series immediately preceding Thanksgiving vacation. More than 160 courses were offered during this "Interim Adventure," with 100 half-day classes taught on campus by students, teachers, and people from the community, and 67 classes taught in various business, industrial, or professional settings by community personnel.

Several months prior to the Interim, the high school staff solicited content suggestions for the mini-courses from the student body. After tabulating the survey results and formulating a list of courses, teachers, faculty, and business and professional persons accepted specific assignments.

A three-day enrollment period was held, with the seniors having the privilege of enrolling the first day, the juniors on the second day, and the sophomores on the third day.

The purposes of the program were:

- To provide the students with significant vocational, recreational, and cultural experience in the world outside the school.
- To establish a positive relationship between the school and the community.
- To break the lock-step of the regular program and demonstrate that much learning can and does take place outside the classroom.
- To establish a new relationship among the students and teachers apart from the regular climate of the classroom.

The following course offerings indicate the scope and design of the Interim Adventure: Small Town Law Enforcement, Canoe Trip of the Current River, Restoring Antique Automobiles, Historic Visits in Kansas, Witchcraft and the Occult, Candymaking, Mortuary Science, Yoga and Belly Dancing, Cake Decorating, Radio Repair, Kansas Highway Patrol, Colorado Ski Trip, A Week in Washington with our Congressman, Daily Life on a Farm, the World of Advertising, Radio and Television Broadcasting, Making Slide Shows, and Beginning Bridge.

A mini-course program is an exciting project for students, faculty, and community resource people. The long term impact of the program is difficult to measure but the feedback appears to be positive.

Evaluation Sheet
Tenth Annual Student Council Workshop
July 29 - August 3

Council _____ Male Female (Circle One)

	Excellent	Good	Fair	Poor	Comments
Pre-Workshop Information					
Registration					
Workshop Facilities Dorm					
Food					
Orientation					
General Sessions					
Council Sessions					
Council Work on Activities					
Officer Training Session					
Outdoor Tournament					
Indoor Olympics					
Talent Show					
Songfest					
Dance					
Banquet					
Achievement Night					

What part of the workshop did you consider the most valuable? _____

_____ Why? _____

What part of the workshop did you consider the least valuable? _____

_____ Why? _____

List any suggestions for improvement, plus any additional comments: _____

The most valuable idea I discovered during this week is: _____

About the Author

Keith Akins has been administrative assistant in charge of student council, speech, and music programs with the Kansas State High School Activities Association since 1967. He taught debate, dramatics, and English at the senior high and junior college level for fifteen years.

Akins has served on the staff of the National Leadership Training Centers of the National Association of Student Councils at Camp Cheley, Colo., for the past four years. He has been a workshop consultant and/or director in Oklahoma, Iowa, West Virginia, South Carolina, Montana, and Kansas. He is a member of the Advisory Committee of the National Association of Student Councils, representing the Midwestern states of Region 6.